

**PLANNING COMMENTARY**

Respond to the prompts below (no more than 9 single-spaced pages, including prompts) by typing your responses within the brackets. Do not delete or alter the prompts. Pages exceeding the maximum will not be scored.

**1. Central Focus**

- a. Describe the central focus and purpose of the content you will teach in the learning segment.

[The central focus and purpose of the content taught in the learning segment is to teach students how to identify and describe 2-D and 3-D shapes. The shapes included in the lesson segment include squares, circles, triangles, hexagons, cubes, cones, cylinders, and spheres. The lesson segment also wishes to help students understand that certain attributes determine what a shape is called (number of sides, number of angles, etc.) while other attributes do not determine their names (color, size, orientation).]

- b. Given the central focus, describe how the standards and learning objectives within your learning segment address
- conceptual understanding.

The students have spent a great deal of time focusing on addition and subtraction. Moving forward with geometry and 2-D/3-D shapes specifically will provide them an opportunity to learn fresh new content while previously learned strategies and open dialogue to accurately achieve the learning objectives from lessons.

- procedural fluency, **AND**

Students were assessed on shape identification and recognition at the start of the school year. The lesson segment allows for students to reiterate their knowledge of certain shapes while gaining new knowledge in regards to the attributes that help to define what those shapes are as well as the attributes that do not. This lesson segment is an opportunity for growth in all students as it is a new concept.

- mathematical reasoning or problem-solving skills.

The solve and share activity introduces students to the learning objective and allows for them to use prior knowledge to try and solve a problem. By allowing for students to work on their own and then calling on students to explain their thinking, there are able to foster good mathematical reasoning and problem-solving skills.

- c. Explain how your plans build on each other to help students make connections between
- concepts,
  - computations/procedures, **AND**
  - mathematical reasoning or problem-solving strategies

to build understanding of mathematics.

[The three lessons within the segment are the first times that students will be introduced to identifying and describe shapes as a 2-D or 3-D shapes. In order for students to be able to accurately identify, describe, and sort the shapes, they must first learn the difference between what makes a shape 2-dimensional versus 3-dimensional. Since students were introduced to the words 2D and 3D in the first lesson, they were able to use their knowledge from that lesson to help with accurately identifying and describing triangles and circles then squares and other

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**Chao Zhang**



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A Practical Guide for edTPA Implementation Lisa Barron,2019-09-04 This book is a practical guide for edTPA implementation written by experienced teacher educators It addresses challenges and provides strategies for effective implementation Organized into four sections it explores different aspects of edTPA offering guidance for faculty and teacher candidates

Mathematics at Work Plan Book Timothy D. Kanold,Sarah Schuhl,2019-07-05 Mathematics at Work represents a series of activites for grade K 12 mathematics teachers

Teacher's Commentary School Mathematics Study Group,Sarah T. Herriot,1969

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